

MAR 8 1912

The American Teacher

DEMOCRACY IN EDUCATION; EDUCATION FOR DEMOCRACY

VOL. I No. 2 NEW YORK, FEBRUARY, 1912 50 CENTS A YEAR

TO PRUSSIA FOR DEMOCRACY!

THOSE WHO LOOK to "America for liberty and individual initiative" will be astonished to learn of doings in Berlin. There, an association of teachers published a pamphlet in which grave charges are brought against the administration. The schools are too few in number, 20,000 children being accommodated in rented quarters, the classes are overcrowded, the teachers are underpaid, there are not enough gymnasiums and playgrounds, and the equipment is inadequate, etc., etc. To publish these charges was bold indeed; but instead of disciplining the teachers for their temerity the authorities published a reply in another pamphlet—full of statistics and intricate reasoning that convinced no one, and ending with the statement that "We do not expect the teachers to be convinced by this." The teachers reply with a pamphlet in which they confine themselves to facts, avoiding subtleties of disputation.

It is significant that the Berlin authorities did take official notice of the charges and did make an attempt to discuss matters with the teachers "for the good of the service." It has been suggested that much may be gained by conferring with the teachers *before* a feud breaks out.

It is the aim of this paper to better the working conditions of the teacher, through sober criticisms of present educational administration, and through discussions tending toward a general realization of the democratic ideal in all matters affecting the schools.

WHY I CONTINUE TO TEACH.

FRANK A. MANNY.

TRAINING SCHOOL FOR TEACHERS,
BALTIMORE, MD.

IT IS OVER twenty-five years since I began to teach. Several of these years have been spent in travel and as a student in college, and four in railroad service. All of this time, however, I did some teaching and all the time my major interest has been in the school. I have worked in private and public, evening and day, city and country, higher, secondary, grammar and primary schools, and in the training of teachers.

It has occurred to me that I ought to think over the reasons I have to justify me in remaining in the school. From the many that come to mind I have selected the following for statement:

1. The school seems to offer such an excellent opportunity for a major interest with which minors in other fields work advantageously.

2. A man's business experience is so welcome in the school. The organization of this institution is weak in most places and one can do work here with great profit, which in other fields would more quickly be subject to the law of diminishing returns.

3. The time element is advantageous. Where in many other lines one must settle down to a certain place in which his working hours must be spent, in the case of the school man the number of fixed hours in the day, days in the week and weeks in the year is more adjustable. He has a large amount of work to do, but he can move it about with him to a considerable extent.

4. I have met so many men and women outside of the school to whom the presentation of one of the social needs of the school means an op-

portunity for service and in so many cases a fair, business-like presentation of the problem was all that was necessary to insure means of working upon it.

5. In the school one is associated with such a fine set of working women. The men, on the whole, are not so strong; but when one recognizes the need of children of both sexes to meet with the right kind of men and women, the fact is evident that a position within gives one a stronger hold upon young men in order to influence them to undertake this work when they are needed.

6. A teacher's relations to parents is a source of much growth and satisfaction. There is enough of the difficult in this, to be sure, but a frank meeting of it so often results in unexpected advantages.

7. Ill health in early life (a thing of the past, however) prevented my training in athletics, sports, etc., so that I am deprived of that association with

pupils; but there are many others that mean so much to me. The fact, however, that I am so much in contact with the young makes me seek, for the sake of balance, much relation with mature minds.

8. So often in life one's responsibility goes beyond one's authority. In the school I find when I am in a so-called subordinate position that there are many opportunities for me to share in the larger problems; and in a so-called superior position one finds among his associates so many who may not be ready for large, inclusive ranges of authority but who welcome a change to show their superior usefulness where it is needed.

9. I am inclined to think that I have done as well financially in the school as I would have done elsewhere. At any rate I have had a comfortable living. In general it seems to me that teachers are as well off financially and socially as are other members of their families who have chosen other work.

VOCATIONAL GUIDANCE AND TRAINING.

HENRIETTA RODMAN.

AS CIVILIZATION ADVANCES, we become conscious of the extravagant stupidity and brutality of the action of natural selection. For a long time we have resisted the plagues which would have weeded out our weaker citizens; an increasing number of us is manifesting strong unwillingness to allow poverty to do its work of elimination upon the unfit. Recently we have become conscious and resentful of the effect of a mediaeval system of education upon our young people. The strongest children have grown up through it, or have successfully avoided it, and have become effective workers in the arts, industries, commerce, and the professions; but the weaker have been pushed into that slough of despond, the unskilled trades. About twenty-three thousand out of twenty-four thousand cases studied by the Permanent Census Board of New York City are there now. A time may come when we shall be able to calculate the number of architects, decorators,

designers, dressmakers, expert dieticians and social workers who have been lost to our civilization among these twenty-three thousand.

There is now a popular demand that the children of the community shall be prepared in the public schools for something other than the colleges to which the overwhelming majority of them never go. There is a movement on foot for the conservation of natural ability, for its discovery and development to the point of social efficiency.

This movement is as important in its effect on the teacher as in that on the child. He is brought into creative contact with the realities of life to-day. He discovers that the chief need of society is not the soldier or the priest, but the citizen: the wage-earner, home-maker, parent and voter. He tests the present curriculum by these ideals, and finds it wanting. He blames himself for administering so defective a system—for giving stones instead of bread. He de-

mands the opportunity to express his ideals through his work—as all artists, all creative workers, must do. Thus he becomes a vital part of the community life, through efficiency; he gets the best from it through appreciation; he rejects old ideals, narrow and selfish, and breaks habits which have lost their social value through changed conditions. Thus the very stone despised by the builders of our commercialized culture will be the corner-stone of the greater civilization to come.

An essential part of education for life will be vocational guidance and training, developing in the younger generation the power to give their best to society. Vocational guidance is not so esoteric as it might seem. Professor Thorndike's classification of types of mind as *thing-thinkers* and *idea-thinkers*, corresponds in the main with our classification of occupations. Those requiring thing-thinking are the arts and industries; idea-thinking is required in commerce and the professions. Individuals who are capable of original thing-thinking who can make new combinations of lines, colors, or materials, will probably succeed in the arts. Those who can do similar work accurately and rapidly, but must have their designs made for them by others, will probably succeed in the industries. A similar division may be made of idea-thinkers: the creative idea-thinkers will find their place in the professions, the adaptive in ordinary commercial lines.

Habits of thing-thinking and of idea-thinking reveal themselves in children. The child who likes to make things or to play with things is not hard to distinguish from the child who prefers to read and to dream. A group of girls who had failed in the regular academic course in one of our high schools was asked recently to write upon the choice of a field of occupation, basing this choice upon a study of their own habits. Over eighty per cent. chose arts and industries, stating that they believed themselves to be thing-thinkers. They gave as evidence the facts that they liked to make dolls' clothes or their own, that

they liked to embroider, to cook, or just to make things with their hands. Some said that they liked to make their own designs; others, that they preferred to copy. These girls had not been given a chance, under our orthodox high school course, to develop, or even to test thoroughly, the ability which might constitute an important part of their value to society.

It is claimed by some educators that the establishment of a special art school here, and a special industrial school there, will meet the needs of such children. It has been shown by a committee of the New York High School Teachers' Association that the expense of sending children to a school in a remote part of the city is annually greater than would be the interest on the amount of money required to establish the desired courses in local schools. In many cases the expense is prohibitive.

Those who have attempted to give vocational guidance know that, without vocational training at public expense, it is a mockery of the children's needs. Under our present system, in the majority of our public schools, we can neither test nor develop ability which we think we have discovered.

A community which fails to offer in its public schools courses which will develop commercial and industrial efficiency, and which will thoroughly test artistic and professional ability, fails to minister to its own needs. Our high schools for girls should hasten to offer such commercial courses as are now given in the Girls' Hebrew Technical School, such art courses as are given at the Schools of Applied Design for Women, and of Fine and Applied Arts, and such industrial courses as are given at the Manhattan Trade School. High schools in which the equipment for such courses is already at hand for use in the evening school should offer these courses in the day school whenever one hundred students desire to take them.

Children of twelve who can pass examinations in reading, writing and speaking the English language, and in the use of the elementary processes of

arithmetic, should be admitted to the high schools without being required to graduate from the elementary schools. The period of compulsory education should be extended to the age of sixteen, with State aid in cases where the

earning capacity of the father is found to be inadequate. Until we have done these things, we cannot boast that our public school system is other than a flimsy barrier against poverty, misery and crime.

EFFICIENCY IN EDUCATION.

BENJAMIN C. GRUENBERG.

(Continued from the January number.)

10. *There must be standardized operations.* There are certain operations that are performed in every school and it would be a great advantage to the system to have the best method for performing these operations established in all the schools. In such a system as that of New York City, it is no one's business, for example, to instruct those who have to do the work in the principles of constructing complex programs, as where there is promotion by subject. The method of emptying different types of buildings for fire or rapid dismissal, the method of selecting teachers and the method of determining where a new building is needed could easily be standardized. The method of gaining an audience with the superintendent might be standardized; some teachers have no difficulty in interviewing the school superintendent in some cities, on the most trivial pretext; while others cannot get the opportunity even in serious cases.

11. *There must be standard practise instructions.* It is a common thing to hear teachers in conversation ask, "How do you admit new pupils in your school?" or "Does your principal let you know what he is going to rate you?" And it is perhaps just as common for pupils to ask one another, "What does your principal do to you when you are late?" or "Do you have to pay if you tear a book?" These are trivial matters, but for that very reason the easiest ones to standardize. There are official instructions to principals and to superintendents; but the diversity in practise does not usually mean that discretion has been lodged where it can be utilized to the best advantage—it means that instructions are not worked out with sufficient foresight to be generally applicable. The result is that instructions are either all followed implicitly, or all disregarded indiscriminately, according to the temperament—and the security—of the individual. Efficiency requires that the staff prepare instructions upon all matters that can be advantageously standardized, that the instructions be issued in terms that leave no doubt as to their meaning, and that they be executed automatically to the end that time and energy be liberated for work requiring thought and discrimination. Where practise cannot be standardized, efficiency requires that every idea and every experiment

be saved for the general good—but that is another story.

12. *There must be an efficiency reward.* Human nature being what it is, and our industrial system being what it is, it happens that there are in the schools, as there are in the factory or in the army, many workers who do not belong there by reason of temperament or taste or special talent; they are there because, needing jobs, this turns out the easiest to get or to hold. As a consequence, workers in the schools, like workers in other systems, are constantly tempted to soldier. Now efficiency requires that workers be tempted not to soldier, but to do the very opposite. And one way of tempting them to put forth better effort, is to reward them in proportion to their achievement. This is but another way of saying that where services are for sale the higher price will command the better service. We may not resent being placed on a par with the factory operative or the brick-layer; our salvation probably lies in our recognizing what we have in common with the other workers of the world. The principle of pay for position is sound only if we assume that the position determines the character and the quantity and the value of the work—assumptions that are thoroughly false. The only just claim that teachers—and other workers—may have against the principle of the efficiency wage is that it involves difficulties of administration. It is true that there are temptations to favoritism, that there are difficulties in estimating the value of teaching services and of personality, that we have no very effective machinery for the objective rating of teachers—but the principle of the efficiency wage is a sound principle nevertheless, and of general applicability.

* * * * *

In considering the measure of efficiency the ordinary person, accustomed to monetary measures of values, at once thinks of the cost; and indeed the matter of cost, using the term in its broadest sense, is fundamental. Mr. Emerson divides the cost into three categories, not according to the nature of the cost, but according to its incidence. Thus, there is the cost arising from materials and supplies, that due to personal service, and that of general charges. Each of these items

is made up of four factors that operate in a dependent sequence in such manner that every defect or *inefficiency* is magnified to the great reduction of the total or net efficiency.

The four factors or efficiencies of cost are:

1. The efficiency of *price*.
2. The efficiency of *supply*.
3. The efficiency of *distribution*.
4. The efficiency of *use*.

An illustration from any of the three classes of cost incidence will make clear both the meaning of the four factors and the nature of their interdependence. Take the cost of service in the schools. The price or wages paid would be considered inefficient if it were higher than the prevailing rate for identical services. In general, the efficiency of price comes very near being 100 per cent. in most commercial and industrial operations, because competition for markets and for jobs prevents an inflation of the price. On the other hand, the efficiency experts have for the most part concerned themselves with *economic* efficiency rather than with *social* efficiency, and have been content to measure wages paid against wages paid in other establishments, instead of measuring wages paid against the cost of living, or against standards of living. The result has been that we have been content to tolerate "successful" business or "business-like" administration of public service, shutting our eyes to the kinds of lives led by the workers. There has been growing a feeling that in the administration of the public schools the efficiency of price has been attained at a disproportionate social cost; that it is more economical for a community to employ happy, cheerful, well-dressed and well-housed teachers, even though the tax-rate be thereby increased, than it is to employ discontented, skimping, worried teachers—and "save money." Taking the country as a whole the efficiency of price of teachers is probably considerably more than 100 per cent., from an economic point of view, and considerably less than that from a social point of view. In other words, we are getting our teachers very cheap, in dollars and cents; but the cost is high when we consider other factors.

But whatever the price, the factor of *supply* must affect the final efficiency. Thus, if we place in a school more teachers than are needed to do the work, even if the wages are low, there is waste. If teachers are allowed to spend working time and working power in idleness or in time-serving, there is waste. If nepotism and favoritism concentrate the work upon a few that others may receive pay for being present, there is waste, even though the pay is small. In these cases the supply is not proportioned to the need, and the oversupply is a factor that diminishes the efficiency of each of the other factors. If politics leads to the appointment of workers who are not needed, the result is the same.

In the administration of a system, it should be the aim to place each worker where he will do the most good. The efficiency of

distribution in a large system is not often very high. In our schools there is sometimes an attempt to discover special talents in teachers, and to place the teacher of special ability at a special task; but there is altogether too little of this. The mechanical organization of school systems compels us, for the most part, to assign many different kinds of ability to uniform, mediocre work. We have principals with ideas acting as chief clerks; we have high-priced specialists washing test-tubes or watering plants; we have strong teachers spending valuable time keeping records of tardy or delinquent pupils, or policing a side door. This inefficiency of distribution affects the whole system, helping to reduce the net efficiency, in spite of the cheapness of teachers or their over-work.

In the matter of *use*, our schools are for the most part efficient. The classes are for the most part large enough—too large rather, very frequently. The apparent waste of time and energy results not from having too many teachers, but from having defective distribution of services; we do not place too many workers at a given point, the hours of work are not in general too few. More often do we find teachers over-worked—and that is not efficiency either.

The same analysis applied to the matter of materials would probably show a lower efficiency; and if applied to general charges—well, we don't know until we find out. But the cost of a large board of education, of which only a few members do the actual work, may profitably be compared with that of a small board in which each member works. The cost of an "unpaid" board may profitably be compared with that of a paid board. The cost of a lay board, of varying but diffuse talents, may well be compared with the cost of a board of experts. The cost of a board that is voluntary, and to that extent irresponsible, may be compared to one that can be held strictly to account for its services. There is a great deal to be said on both sides—and as to which type is more efficient, from the social point of view as well as from the point of view of dollar-cost-per-unit, we shall never know until we find out.

Consider the cost of supplies, comparing price paid with prices obtainable, comparing quantities purchased and allowed to lie idle with quantities actually needed, comparing kinds purchased for general use with kinds suitable for special purposes, comparing quantities actually used with the total consumed—and you will have an idea of what efficiency of price means. For price is paid whether materials and buildings are in use or lying idle; whether they are used economically or wastefully; whether they are distributed efficiently or inefficiently.

The physiological side of work deserves more attention than it has received. Some occupations are energizing; some are debilitating. In a given occupation some conditions make for conservation of energy, others make for dissipation of energy. From the

point of view of efficiency in teaching it is highly important that these matters be studied by those in charge of administration and that our best knowledge be put to practical application. We have here the constant conflict between the desire to improve conditions and fear of increasing the price. We have

still to learn that in education, as in marketing, the best is the cheapest; that low price is not identical with low cost.

[An abstract of Mr. Emerson's paper before the New York High School Teachers Association will be printed in the Bulletin of that association. Copies of this Bulletin, when issued, may be obtained for five cents in stamps from the President, Wm. T. Morrey, Bushwick High School, Brooklyn.—Ed.]

ARISTOCRATIC AND DEMOCRATIC EDUCATION.

HENRY R. LINVILLE.

IT IS GENERALLY BELIEVED that Germany, the strictest monarchy of enlightened Europe, exhibits a commendable example to America in supporting universities that are perfect demonstrations of democratic government. The September Atlantic Monthly contains an interesting article on "Aristocratic and Democratic Education," by the Secretary of the Carnegie Foundation for Teaching, Dr. Abraham Flexner. Dr. Flexner calls attention to the fact that Germany is a strong and efficient monarchy. During its training of those who are to manage its schools and universities, there is going on a constant selection of persons who will carry out the established policy of the government. The chances are few indeed that the representatives of the government make mistakes in their selections. With faculties carefully chosen in the course of the long preliminary training, there is really no reason why they should not choose one another to hold any position they like.

The German universities and lower schools are very efficient instruments of progress. Technically and socially they stand first in effectiveness in all the world. German scholarship is wonderfully prolific and German industrial education yields results that command universal respect. One important reason for this is the fact that the control of education is in the hands of the central imperial government. When the ministry decides what it wants, the accomplishment of a project is the matter of a very short time.

Once a German university is established the policy of the institution and its relation to German life and affairs are settled permanently. When new adjustments are demanded in the intellectual life of the nation, the old universities are not expected to adapt themselves to a new environment. A new university is started which is allowed to stand for so much of an advance as is considered advisable. The recently organized University of Frankfurt had on its Board of Organization four Social-Democrats, members of the radical party of the nation. Although the voting power behind these four numbered over three million men, they were unable to influence the policy of the university in the least. In other words, the new institution was to be regarded by the ministry as an agency for reflecting the intellectual outlook of the established government, and not the outlook of the people.

In the United States, Dr. Flexner says, the actual accomplishment of an educational program comes a long time after the decision of leaders on the question. Nothing can be done until the tacit consent of a considerable body of the public is obtained. There must be some form of public support.

There is no restraint on experimenting in American education; in fact, everybody experiments. But there is no central power to decide when there has been enough of experimenting. There is no body of officials whose business it is to decide on a national scale upon carrying out an educational policy. Thus we are behind Germany in the effectiveness with which we organize our education. German experiments, but in narrow limits. We experiment broadly, but as yet we do not get the full benefit of our experimenting.

Dr. Flexner considers it of the greatest importance that we have in America many societies of citizens who by their interest in educational problems hasten the inauguration of many useful undertakings.

Although the author does not write of the administration of our American universities, one cannot help wishing that he had dealt with the phenomenon of autocracy in the government of our educational institutions. The very difficulty of bringing our educational projects to a head in democratic America must have had a great deal to do with the beginning of the "business administration" or "one-man power" in educational government. As much of a seeming anomaly as it is in democratic America, it is not difficult to understand its prevalence, once we admit the necessity for "getting results" in the shortest possible time.

One advantage of our greater educational freedom, as Dr. Flexner points out, lies in the comparative ease with which our youth may rise from the less educated and less prosperous ranks to the top. Besides, we have a vastly greater proportion of the people who are interested in the advantages of education. Doubtless a greater proportion of the German people are educated, broadly or narrowly, but the government is doing it all, and in its own way. We go about our education more slowly and less effectively, but we do it ourselves, and probably get out of it a great deal of training in initiative.

The American Teacher

Democracy in Education; Education for Democracy

Published monthly, except July and August, by
THE MOODS PUBLISHING COMPANY,
20 East 42d Street, New York.
ALFRED B. KUTTNER, Secretary.
B. RUSSELL HERTS, Vice-President and Treasurer.

HENRY R. LINVILLE, Editor-in-Chief,
BENJAMIN C. GRUENBERG, Managing Editor.

Address all manuscripts and other communications to THE AMERICAN TEACHER,
20 East 42d Street, New York.

Subscription price, 50 cents for the calendar year.

Copyright, 1912, by THE MOODS PUBLISHING COMPANY.



VOL. I. FEBRUARY, 1912 No. 2.

PROGRAM.

THE AMERICAN TEACHER will give space to editorials, signed articles and letters on these and kindred topics:

1. The teacher and his work.
2. Teachers as such, and as clerical assistants.
3. The part of teachers in the administration of their schools.
4. Conditions that favor the development of social power in the teacher.
5. Teachers' movements at home and abroad.
6. The elimination of fruitless, unthinking custom.
7. Successful experiments in teaching.
8. The prevention of the isolation and waste of the useful results of experiments in teaching and in administration.
9. The testing and the application of ideas *versus* the suppression of ideas.
10. Educational, social and hygienic conditions in the schools.
11. Plans for making school life prepare naturally for adult life.
12. The demands of intellectual, economic and civic life upon the schools.
13. The work of the schools in developing character and honest thinking.

The editors invite the active co-operation of everyone who is in sympathy with the idea of *Democracy in Education and Education for Democracy*.

SUPERIOR TEACHERS.

ON THE FIRST of January a law went into effect in New York establishing new salary schedules for teachers in the public schools of The City of New York. These schedules provide for increased salaries for women teachers in the elementary schools and for all teachers in the high schools. They lower salaries for male elementary school teachers to be appointed hereafter. No one is to have his salary reduced through the operation of this law. On the basis of lists of teachers in actual service in the schools, a calculation was made of the amount of money necessary to put into effect the new schedules; this amount (about three and a half million dollars) was allowed by the Board of Estimate.

After the law was passed, the Board of Education was called upon to devise plans for putting it into execution. These plans, as published, include a regrading of teachers who were in the service at the time the law was passed, with the result that the teachers find themselves deprived of a certainty of salary increase up to the new maximum; in other words, the full benefit of the increase is not to be generally distributed as contemplated by the framers of the law and as anticipated by the body of teachers. Of course there is heart-breaking and wailing and gnashing of teeth, and there is talk of going to court, and there is anger and a pitiful waste of good nervous energy.

Now, according to all theories of efficiency it is not only proper for the authorities to recognize the principle of the efficiency wage—it is their duty to put this principle into practice, and they will no doubt seek to justify their introduction of the new category "superior teacher" on the ground of this duty.

But if the authorities attach so much importance to the principle of the "efficiency wage," it is extremely unfortunate that they did not take steps to adopt it before this time. Its adoption at this time practically nullifies the purpose of the new salary law for thousands of teachers, and if thousands of teachers entertain the suspicion—nay, the firm conviction—that the Board has deliberately adopted its plans for the purpose of nullifying the increase-of-salary law, they may be quite wrong, but the authorities have only themselves to blame for the situation. For years they have conducted the affairs

of the schools in a manner well adapted to alienate the confidence, if not to develop the mistrust, of the teachers. And now thousands of the teachers are saying to themselves and to each other, "It is a fraud; it is a steal." And in their hearts is bitterness.

Of course, no one is in a position to say that the act of the Board is a flim-flam. But to those who are not acquainted with the inner workings of the machinery it looks like a flim-flam; and for these reasons:

There has been a great deal of juggling with the designations of different classes of teachers: junior and assistant; assistant principal and assistant to principal; acting principal and teacher in charge, etc.

There has been juggling with other terms, such as bonus and additional salary, etc.

There has been arbitrary curtailment of credit for years of service, depriving teachers of what they considered their rightful participation in the increase ostensibly provided by the law.

There has been arbitrary selection of groups of teachers to be considered for increase of salaries.

There has been a sad lack of definiteness and uniformity in the rating of teachers and in the methods of determining their claims for higher salaries.

There has been a systematic attempt to restrict the benefits of the new law in a way that will consume but a portion of the funds claimed as necessary for putting the law into effect.

If there is suspicion that the whole proceeding is an attempt to hoodwink the "taxpayer" with a fine show of protecting the City's treasury, the authorities have but themselves to blame, for they have failed to take into their confidence a considerable part of the public. Autocratic methods naturally arouse suspicions in a democracy, even when the despots have the most benevolent of intentions.

If there is suspicion that this proceeding is an attempt to coerce the teachers by making their positions and their promotions less secure than they have been heretofore, through making their advancement depend upon star-chamber conferences of officials not in a position to have direct knowledge of their work, the authorities have but themselves to blame. Secrecy and indirection have a way of arous-

ing suspicion, even when they are used with the best of intentions.

Let us have an efficiency wage. But let us also have frank dealing and administration that inspires confidence.

A CORRECTION.

THE ERRONEOUS IDEA has gotten abroad that the school system of New York City exists for the purpose of providing comfortable positions with good pay and easy work for several thousand needy men and women. That is all a mistake. In the first place, the positions are not comfortable, most of them, and the pay is not exactly good, all things considered, and the work is not really easy, where there is any work at all. But beyond these trifling details, the idea is all wrong anyhow.

For the public school system of New York City, notwithstanding the City's not-altogether-credible political record, exists for the benefit of the public, and not for the benefit of the teachers. It exists that the public may save the trouble and expense of policing and disciplining and supporting 10 per cent. of its membership ten or fifteen years hence, because schooling of a certain kind and extent will reduce the necessary police and jail work by a considerable margin. It exists that the public may have the satisfaction of seeing the bulk of its children grow up into moderately decent, and healthy and effective and happy men and women. It exists that the public concerned with the elections in the third or fourth presidential administration hence may be adequately prepared to participate in the functions of citizenship.

The schools do not exist for the benefit of the teachers, or even of the janitors or the contractors who sell us pencils and ink and paper. They exist for the benefit of the children of the public, the children who will soon constitute the public, and for the public that needs to be protected against the mischief latent in these children.

The schools do not exist for the benefit of the teachers, or the janitors or even of the contractors who sell us supplies. Neither do they exist for the purpose of affording a market for brick and mortar and sundry other building materials that the manufacturers and dealers in these materials are willing and anxious to sell to the City. Nevertheless, the contractors and dealers in building materials find the business of serving the public profitable and satisfactory; they are expected to render honest service and they certainly get fair remuneration. If they did not receive adequate remuneration, they would not continue the business. Moreover, the officials of the public, who have to arrange the contracts and the remuneration of these people, understand business; they understand what a business man is entitled to receive, and they see that he receives it in his dealings with the City.

The schools do not exist for the benefit of the teachers or the janitors. Nevertheless the janitors and the teachers should find the business of serving the public through its schools satisfactory and profitable. If we do not find this business satisfactory and profitable, the fault may be with ourselves. It may be that we are not properly equipped for rendering the required service effectively, or with but a reasonable expenditure of time and energy or other cost. Or it may be that the fault is with the gentlemen who have to arrange the contracts and the remuneration of teachers and janitors. These officials may not sufficiently understand what to expect of teachers, or what teachers have a right to expect of the public.

The schools do not exist for the benefit of the teachers. But the teachers have a right to be treated by the public *as though* they were human, civilized and decent members of society. That they are not always thus treated is unfortunately true. This may be the fault of the teachers themselves; somehow they may allow the public to get the notion that they are not quite so human, not quite so civilized, not quite so decent as some other members of society. Or it may be the fault of the public, the public not having been sufficiently enlightened as to the value and the character of teachers. At any rate, although the schools do not exist primarily to provide comfortable jobs for needy men and women, it is not too much to ask the public to treat the incumbents as though they were really worthy people. And incidentally it may not be too much to ask of the teachers that they deport themselves in a manner that would impress the public with their true worth. That's all.

REORGANIZATION AND WASTE.

THE MONTH of January, 1912, contained just nine days during which teaching in the New York City high schools could be done without interference from State examinations, school examinations, and reorganization. If "tests" were given to get ready for the examinations, there were even fewer teaching days. In June, 1912, there will probably be ten days, or less, "of school."

We may grant that State examinations are useful for other reasons than to enable the City to draw State money. These and other examinations may even be necessary. The great problem for us all, teachers, school officials and efficiency experts, is to determine how necessary examinations are.

The time consumed in the two end-term examinations and the disorganization and reorganization which they entail, is at least thirty days, or sixteen per cent. of the total number of school days in the year. The present ar-

range by which the work of each term is closed and a new term begun, in the high schools of New York costs a great deal of money. The actual expense in cash can be computed by anyone who has the time and the inclination to do it. The outlay of money for teaching with little or no teaching going on constitutes one phase of our problem, but our greatest expenditure must be expressed in terms of human energy.

It is an undeniable fact that January 31 and June 30 find the teachers of the City worn to exhaustion. No one can estimate in dollars the cost of the exhaustion of the teachers. But the City should know those factors that particularly at the end of the school terms, contribute to the waste of its human resources.

The plainly obvious factors may be set down as follows:

1. The anxiety of teachers to make favorable showings in competition with one another in the percentage of their pupils who are able to pass the State examinations. It is positively stated by some school officials that the tests of "superiority" will henceforth involve a minute consideration of these percentages.

2. The considerable amount of out-of-hours work done by teachers in helping pupils to prepare for the examinations.

3. The exacting labor of grading the State examination papers.

4. The work of examining papers of those classes that do not have the State examinations.

5. The strain of trying to keep up the interest in classes after the work of the term has been done.

6. The mass of clerical work that comes to every teacher who is efficient (and to some who are not so), in the clerical business of making records.

Every business has its anxieties, no doubt, but if the principles of efficiency have any relation to the satisfaction possible in human existence, then it should be clear that long continued productiveness is contingent upon unimpaired stores of energy. A business institution could hardly maintain itself with its agents in constant anxiety, living at the top-notch of their capacity for giving out energy. An idea of Mr. Harrington Emerson's quoted in the January number of *THE AMERICAN*

TEACHER, is especially applicable to the rush and bang of closing the term's work in our schools, *Strenuousness is not Efficiency*. If the schools are to serve the function of developing physical and mental ability, and character, and of preparing young people for living happy and useful lives, then much of our school "business" is incongruous and wicked.

When the New York school system develops its own efficiency experts, the field for their operations will be as great and as full of interest as life is to an enthusiastic young surgeon. We now use all our teachers as clerks in preparing and filing extensive school records. This violates a principle of efficiency because as a rule teachers are poor clerks, and because their time costs more by the hour, and far more by the results, than does the time of trained clerks. Illuminating evidence on one point has been given recently in a remark publicly reported to have been made by the City Paymaster of New York. He said that usually there are more mistakes in the pay rolls of the schools than in the pay rolls of all the other City departments put together. The pay rolls, except in the high schools, are commonly made out by teachers acting as clerks. The principle of efficiency, supported by the principle of the physiological division of labor, ought to determine our action. Let teachers teach, and let clerks do clerical work.

The larger problem of what to do with our examination system should be subjected by our own specially trained efficiency experts to crucial study, untrammelled by official exigencies of any sort. If we need examinations we may not need two systems. If we can get along with one system of examinations we might be able to make it an adjustable piece of our educational machinery that would not upset all the other parts.

WHY NOT GIVE a special salary or bonus to teachers who have developed, on a practical working basis, some progressive idea in education? All would begin to think and study and the gain to education would be tremendous.

SELF-GOVERNMENT for children? By all means, yes! It gives them opportunities for exercising executive ability and for developing responsibility. Fine! How about self-government for teachers? Would they not use as good judgment in selecting their principals as superintendents do?

MADAM MONTESSORI.

THE PUBLICATION of the second article on the work of Madam Montessori, the great Italian teacher, will be suspended until the appearance of the English translation of her book. The book is awaited with great expectations by many who are especially interested in the problems of educating very young children, and by others who believe the principles of the new method may have still wider application. The promised article for *THE AMERICAN TEACHER* will make clear what those principles are.

We are asked to repeat the announcement that the Federation for Child Study has arranged for a course of three lectures on the methods of Madam Montessori, by Miss Grace George, who studied with the great teacher in Rome. The lectures will be given in the afternoons of three Wednesdays in March, the 6th, 13th and 20th. Further particulars may be obtained from the Secretary of the Federation, Mrs. Thomas Seltzer, 219 West 100th street, New York.

FROM THEIR POINT OF VIEW.

By E—— M——, Room 22.

Praise does more towards encouraging a pupil to work than finding fault with him. A boy in one of my classes was lazy. The teacher kept telling him that he was a bright boy, and that if he would work only a little harder she was sure he would come out high. She kept on telling him this, and at last he got down to real hard study and so came out high in his standings. Wherefore had this teacher found fault with him, I am sure he would have left school.

When we fail in our lesson, or our map is not very well drawn, our history teacher is sure to say, "No hopes for you; if you don't wake up you'll be taking history over again," and other such remarks to discourage us. I know that if she would only encourage us instead of finding fault, she would get better results from the class. This I know from my own experience.

Once she told us that we were over the most difficult part of our work, and that we should now find it more interesting. I noticed that it did a great deal towards brightening up our class.

If the teachers only knew how much good one little word of praise does us (instead of finding fault with everything and discouraging us so that we begin to hate that special subject), we should feel more like working.

Some pupils have left school simply because the teachers always found fault with them. There was a time when I myself felt like leaving school because of the same reason. But I struggled against the feeling, overcame my difficulties, and now that my teachers are not finding fault with me so much, I like school a great deal better.

WHY is club-work in our schools so much more vital than the regular work of the curriculum? Perhaps because the former arises out of a need, and the latter out of a creed.

Train the child's intellect exclusively and he becomes a heartless villain; train his heart exclusively and he becomes a religious zealot; train his body exclusively and he becomes a daring monster; train his hand exclusively and he becomes a human machine. The world is too full of villains, zealots, monsters and human machines. It calls for the all-round education of the schools of to-morrow.—S. L. Heeter, in *Educational Review*, December, 1911.

THE OPEN COURT.

BROTHERS IN LAW.

Editor, THE AMERICAN TEACHER:

There is a lawyer in Brooklyn who is said to have won every suit he has brought against the Board of Education on behalf of teachers. This would indicate that in the interpretation of the various statutes and by-laws involved in these cases the teachers were in the right and the Board in the wrong.

Now, several members of the Board of Education are lawyers, and some of them are reputed to be good lawyers too. Every step taken by the Board has the counsel of these lawyers. To a mere teacher it seems strange that good lawyers within the Board and good lawyers without the Board should differ so completely as to the intent of the law. It is a cheap cynicism which suggests that it is the business of lawyers to have divergent views and to promote litigation; but I cannot accept this as an explanation.

In matters involving "chance" the "Ins" should be right about as often as the "Outs." Now, while I rejoice in the good fortune of the teachers who have been assisted by the lawyer in securing justice, I am still puzzled to understand why the satisfaction and profit of being on the right side should be limited to outside lawyers. Their brothers in law who happen to be members of the Board of Education ought to be able to guess what the law means sometimes, and thus avoid expensive litigation for the teachers—and for the City. How do you account for this curious situation?

Yours truly,

MARGARET SKYE BLUE.

[We must admit that we are quite unable to account for it.—Ed.]

IS THERE JUSTICE?

Editor, THE AMERICAN TEACHER:

Many centuries ago, Socrates walking the streets of Athens and pondering the question placed above, arrived at no dubious answer. It was a triumphant "Yes!" But then the sage lived over two thousand years ago. Were he our contemporary and one of the "System," alias a public school teacher, how differently—oh, how differently!—would he have worded his conclusions. For our "system," from the very nature of its constitution, has no room for such an entity as "justice." And not only for the justice of a philosopher, but even for the common, ordinary article of the man in the street—that which goes under the work-a-day sobriquet of "a square deal."

Let us suppose this case: A teacher is not liked by his principal. There are a thousand and one petty reasons why he shouldn't be acceptable to his "boss." Any one of them, or all combined, not necessarily militating an iota against the possibility of the teacher in question being in every way scrupulously con-

scientious, one who knows his "trade," or "art," if you please, thoroughly, and one who does his duty as best he can. Still, his principal does not like him; perhaps for the very fact of possessing the virtues we mentioned. The upshot of the matter is—a low rating. He is found to lack "superior merit," or his "personality" is not flawless, or he fails to "co-operate" with his superiors, or, finally, he is deficient in record-keeping powers. Where shall the poor underling get his rights? From his District Superintendent? Try it! The latter must and will stand by the principal, though the heavens fall and the earth crumble. For upon this cornerstone rests the "system"—this, namely, that all-above-you can never do wrong. And this hierarchy of infallibility extends upward and outward until it involves every link in your chains. Hence there results this state of things, once you are damned, you are damned irretrievably. There is no hope. And thus also, the teachers are mighty, mighty careful that the sun of the principal's favor doth not turn from them.

But suppose again—and here I shall make a very bold supposition—there were a standing committee, a kind of board of arbitration, to which the teacher could come with his grievances, knowing that he would be given a fair hearing and be protected in his just rights, would not that be somewhat of an advance upon our present methods of procedure? This committee might be made up of three commissioners, three teachers, a principal, a superintendent and an associate superintendent. A final action would require a two-thirds vote. It would thus offer some kind of a safeguard to the much-abused teacher, tend to check the arbitrary power of his "superiors," and act on the whole as a salutary tonic and corrective to the "system." True, it might make the hierarchical doctrine that the "king-can-do-no-wrong" a bit uncertain in its application, but then!

DE NOVO.

TO CONTRIBUTORS.

THE AMERICAN TEACHER extends to teachers and principals a cordial invitation to send short articles describing work done by them or by others in their schools.

New ways of presenting the essential subjects would be especially welcome. For example, let the people know how language, arithmetic and geography can be taught in an interesting, vital way. Many would read a short, vivid article giving the ideas, but they would turn aside from anything resembling a syllabus. Let us not have syllabuses.

IS IT TEACHING in itself that we abominate, or is it petty officialdom, inadequate salaries, nerve-racking strain, deadening routine or solemn trivialities?

THE SCHOOLS AND THE WORKERS.

AT THE 1911 convention of the American Federation of Labor, the Committee on Education made the following report:

Your Committee on Education believes it best to make recommendations on such live issues concerning education that confronts not only the laboring people, but all the people of the United States at the present time. Accordingly, we have considered the following topics and make the following recommendations on same:

First—The time has now arrived when compulsory education must be had. The different States should provide by proper legislation that all children between the ages of six and sixteen years should be provided with at least a common school education and given at least the ordinary opportunities for preparation in childhood to meet the duties of life.

We know from experience that existing economic conditions make it impossible for a large number of the best families among the workers to give their children the education they should have and which they would like to give them, and also that a small number of our population are not sufficiently alive to parental duty to educate their children and, on the contrary, rather lean against same and prefer to use the physical efforts of their children for their own support, rather than educate these children for the children's good in after life. This position of negations arises from three causes: First, lack of equitable economic conditions; second, lack of appreciation of parental obligations, and third, remuneration received by said parents for child labor.

Therefore, as these people do not respond to the ordinary suggestions of parental love, the State must step in and provide a system by which these children shall be given at least a chance for their lives in the struggle for existence going on at the same time. The time is long since past when the ignorant and uneducated stands any chance against the educated, active and well developed man. One begins the race of life at such a great advantage that the other one is never in the running with him. * * * this great organization should present to the legislatures of the country their recommendation that strong, vigorous and effective legislation be had whereby statutes providing for compulsory education may be passed and enforced, and we recommend accordingly.

Second—In line with the discussion just had, it must suggest itself to all minds that, inasmuch as the State is providing public schools, that is, schools where tuition is free, it should also provide the children in such schools with books free of charge. There is no reason why the teacher should be supplied with books free of charge and the pupils should have to pay for their books. We know

that the cost of books to men of large families constitutes one of the many reasons why children are taken from school at an early age and why others are not sent at all. We know that a great majority of the pupils come from homes whose parents are able to purchase books. The parents are also able to pay tuition for their children, but the State does not charge them tuition, and their children sit side by side with those whose parents are incapable of paying their tuition. Hence, the same situation would arise with reference to free books, and if free tuition is good, free books are likewise good.

We recommend that free books in public schools be endorsed and the legislatures of the country be and they are hereby requested to provide that, in all public schools books shall be furnished the children at the expense of the State.

We further recommend that the A. F. of L. go on record as approving the establishment of night schools for persons over sixteen years of age) in connection with the public school system.

IF YOU IMAGINE

you are familiar with every really first-class magazine, you're mistaken. Among those names have appeared in symposia published in

THE INTERNATIONAL

(Edited by G. RUSSELL HERTS and RICHARD LE GALLIENNE) are the following:

Booker T. Washington	Elbert Hubbard
Hon. Champ Clark	Upton Sinclair
Ex-President Charles W. Eliot	W. E. Burkhart Dubois
Prof. John Dewey	John Spargo
Edith Wynne Mattheson	Hutchins Haggood
Jack London	Reginald Wright Kauffman
Robert Herrick	Rheta Childs Dorr
	Charlotte Perkins Gilman

THE INTERNATIONAL is remarkable for the plays and stories which it prints in every number, for the exceptionally high standard of its poetry, criticism and political and literary essays.

Of the hosts of letters from subscribers that have been received during the past month, the following are a fair selection:

"I find THE INTERNATIONAL so interesting and vital that I want to congratulate you with all my heart. You are doing an important work." JAMES OPPENHEIM, Author "Dr. East," "Wild Oats," etc.

"I read the last number of THE INTERNATIONAL with great zest. It is certainly needed."

MITCHELL KENNERLEY.

"I think your INTERNATIONAL is ripping." CHARLES RANN KENNEDY, Author "The Servant in the House."

"Let me express my pleasure in the perusal of the monthly pages of THE INTERNATIONAL." EDWIN MARKHAM, Poet and Critic.

"I must congratulate you on the appearance and splendid literary material in your beautiful magazine."

REV. HENRY FRANK.

THE INTERNATIONAL, \$1.00; Special Price for THE AMERICAN TEACHER, .50; Both, \$1.15

THE MOODS PUBLISHING CO.

18-20 E. 42d Street, New York